



## **The Curriculum and Ofsted**

### **Extracted from School Inspection Handbook January 2015**

- information on the school's website, including its statement on the use of the pupil premium, the statutory sharing with parents of curriculum information (so the lead inspector can start to assess the breadth and balance of the school's curriculum and whether it is likely to promote preparation for, and an appreciation of life in modern Britain), the special educational needs (SEN) information report, and other information for parents

152. Inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school

- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics

- promotes high levels of achievement and good behaviour

- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when

- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website

- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics<sup>44</sup>) through the effective spiritual, moral, social and cultural development



of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

- is effectively planned and taught
- does not compromise pupils' achievement, success or progression by inappropriate early or multiple entry to public examinations, for example in mathematics

■ (for schools that do not have a religious character) includes a balanced approach to the pupils' RE that is broadly Christian but, as appropriate, takes account of the teaching and practices of the other principal religions represented in Britain (see paragraphs 14–18) *There is no requirement for RE to be 'broadly Christian'. The duty of community schools is to follow the local agreed syllabus which must "reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain"! Roger Butler*

- includes a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong

*Schools are under no obligation to have a programme of 'assemblies' they are under an obligation to have daily collective worship! Roger Butler*

128. Before making the final judgement on the overall effectiveness, inspectors must also evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development
- the extent to which the education provided by the school meets the needs of the range of pupils at the school and in particular the needs of:
  - pupils who have a disability for the purposes of the Equality Act 2010
  - pupils who have special educational needs.

130. In judging the school's overall effectiveness, inspectors consider whether:

- the standard of education is good (grade 2), or exceeds this standard sufficiently to be judged outstanding (grade 1)
- the school requires improvement as it is not a good school because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development
- the school is inadequate (grade 4) and, if so, whether it has serious weaknesses or requires special measures.



## **Defining spiritual, moral, social and cultural development**

131. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

132. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to

133. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

134. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain



- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.